

Student Name _____

Teacher Name _____

School _____

System _____

ACH



TENNESSEE

Tennessee Comprehensive Assessment Program

Achievement Test ~ Grade 5

Practice Test

Version B



The Pearson logo consists of the word "PEARSON" in a white, bold, sans-serif font, centered within a solid black rectangular background.

PEARSON

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Introduction

What is the TCAP Achievement Test?

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies . The questions in this practice test are examples of items used in the actual test .

What are the questions testing?

Questions are written to test student performance in state content standards . The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education . These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml> .

Who will be tested?

All students in grades 3 through 8 will be tested .

How long will the tests take?

The length of the tests will vary, depending on the grade level . The time limits are generous and allow most students time to finish . Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations .

How will the tests be scored?

The test answers will be machine scored . Results from the test provide information about how well students performed on the content being tested .

May calculators be used?

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Achievement Test (grades 3-8) as per system policy .

Which test accommodations may be used?

The TCAP Achievement Test may be administered using various procedures that are used during the student's daily educational program . Certain conditions must be met for students to be eligible for Special and ELL accommodations .

What is the purpose of the practice test?

In a classroom learning session, these questions can be used to prepare students for the actual test . Teachers can use the practice test to help familiarize students with the format of test questions and how the actual test will be administered . This practice test can also be used to inform parents of the type of test their children will be taking .

Here are some tips for preparing students for the test.

Remind students to:

Relax: It is normal to be somewhat anxious before the test . Remember that the score is only one of a number of measures of performance .

Listen: Listen to and read the test directions carefully .

Plan Use of Time: First, answer all the questions you are sure about . Do not spend too much time on any one question . If a question seems to take too long, skip it and return to it later if you have extra time .

Pause and Think: If you are not sure how to answer a question, carefully read it again . Rule out answer choices that you know are incorrect and then choose from those that remain .

Reading and Language Arts



Part 1

Directions **Elizabeth wrote this rough draft of a report. It contains mistakes. Read the report and answer Numbers 1 through 9.**

- 1 Nancy Ward is a great hero in Tennessee history. Her work helped build peace between the Cherokee people and the American settlers.
- 2 Ward was born in 1738 in a village called Chota. Ward fought in a battle against another tribe when she was only seventeen. She was very brave during the fight. She was given the name Beloved Woman. Because of her remarkable actions Ward became a leader of the tribe.
- 3 One settler taught Ward how to make cheese and butter. Ward took the knowledge she gained from the settlers back to the Cherokee people. Respect between the settlers and the Cherokee slowly began to build. Both groups listened to her.
- 4 Cherokee life changed during the 1750s. Settlers began moving into the area. Conflicts between the settlers and the Cherokee people started happening more often. Ward was wanting to make peace between these two groups. Beginning to learn as much as she could about the settlers and their way of life.
- 5 During this time, the government in the United States did not give much power to women. The settlers accepted Ward as a Cherokee leader. In 1785, Ward achieved something that was important to her. She had success with a special treaty. This agreement was a peaceful way to help separate the land between the settlers and the Cherokee people.
- 6 Ward spent her life trying to help others. She worked tirelessly to make and maintain peace between the settlers and her Cherokee people. She was truly a celebrated and admired person.

Go On ►

1 Read this sentence from Paragraph 4.

Beginning to learn as much as she could about the settlers and their way of life.

Choose the correct way to revise this sentence fragment.

- A Ward who began learning as much as she could about the settlers and their way of life.
- B For Ward to begin to learn as much as she could about the settlers and their way of life.
- C So Ward beginning to learn as much as she could about the settlers and their way of life.
- D Ward began learning as much as she could about the settlers and their way of life.

2 Read these sentences from Paragraph 4.

Conflicts between the settlers and the Cherokee people started happening more often. Ward was wanting to make peace between these two groups.

Choose the correct verb or verb phrase to replace the underlined words.

- A wants
- B wanted
- C has wanted
- D had wanted

3 Read this sentence from Paragraph 2.

Because of her remarkable actions Ward became a leader of the tribe.

Choose the sentence with correct comma usage.

- A Because of her, remarkable actions Ward became, a leader of the tribe.
- B Because of her remarkable actions Ward became a leader, of the tribe.
- C Because of her remarkable actions, Ward became a leader of the tribe.
- D Because of her remarkable actions, Ward, became a leader of the tribe.

4 Read these sentences from Paragraph 2.

Ward fought in a battle against another tribe when she was only seventeen. She was very brave during the fight.

Choose the best way to combine these sentences.

- A When she was only seventeen, Ward fought bravely in a battle against another tribe.
- B Ward fought bravely against another tribe and was only seventeen when she was in a battle.
- C Ward was very brave, and she was only seventeen when she fought in a battle against another tribe.
- D ~~When she~~ fought in a battle against another tribe and was brave, Ward was only seventeen.

5 Read these sentences from Paragraph 5.

During this time, the government in the United States did not give much power to women. _____, the settlers accepted Ward as a Cherokee leader.

Which transitional word or phrase belongs in the space?

- A In addition
- B Still
- C For example
- D Therefore

6 Which sentence could best be added to Paragraph 2?

- A Ward spent much of her life teaching settlers in Tennessee.
- B The Cherokee people did not have enough leaders.
- C Tennessee offered the Cherokee people many natural resources.
- D It was unusual for someone as young as Ward to earn such approval.

Go On ►

7 Which sentence best concludes Paragraph 5?

- A The settlers learned many important skills from the Cherokee people.
- B Ward hoped both groups of people could live in peace forever.
- C The Cherokee people loved the land that they lived on in Tennessee.
- D Ward had to get used to being in a position of power.

8 Elizabeth has decided to write her next report about Cherokee art. Which source will give her the most reliable information about the topic?

- A a collection of photographs displaying Cherokee art
- B a magazine article about a Cherokee art collector
- C a chapter in a book comparing Cherokee artists
- D a museum advertisement for a Cherokee art collection

9 Elizabeth plans to include additional information about Nancy Ward's childhood in her report. Which source will give her the best information about the topic?

- A a website about the history of Tennessee
- B a documentary about the Cherokee people
- C a collection of biographies about famous people from Tennessee
- D an interview with a Cherokee person living today

Go On ►

Directions **Lucy wrote this letter. It contains mistakes. Read the letter and answer Numbers 10 through 16.**

Dear Professor Brown:

(1) I recently learned in science class that Pluto is no longer considered a planet. (2) Pluto was the ninth planet in our solar system for more than eighty years. (3) The planet was named by an eleven-year-old girl in 1930. (4) The girl's name was Venetia Burney. (5) I am eleven years old and wish I could have the honor of naming a planet. (6) If I did, though, I would be really annoyed if scientists decided it was no longer a planet.

(7) I know that many scientists gathered together and agreed to change Pluto's status to a dwarf planet. (8) I don't think it was a fair vote. (9) Only about five percent of the world's professional astronomer's participated in that vote. (10) I learned in science class that you are an astronomer and a teacher. (11) My teacher explained that you have discovered many objects that orbit in space, including the dwarf planet Eris. (12) We also learned why Pluto wasn't going to not be a planet anymore.

(13) Three qualities I know planets are supposed to have. (14) Planets must orbit the sun. (15) Pluto does this. (16) Planets have to be a certain size and shape. (17) Pluto is pretty small. (18) Finally, planets are supposed to move in an orbit without having other planets or asteroids in their path. (19) This seems to be the main reason Pluto was demoted. (20) Pluto does have lots of asteroids all around it, but other planets do too. (21) Jupiter Mars and even Earth have asteroids near them. (22) Would you take away Earth's status as a planet because asteroids cross its orbit? (23) The decision about Pluto is not fair.

(24) Pluto should be considered a real planet like Earth! (25) I've talked with many of my friends they agree with me. (26) Please name Pluto as a planet once again!

Sincerely,

Lucy Sánchez

10 Read Sentence 23.

The decision about Pluto is not fair.

What is the correct way to write the underlined words as a contraction?

- A i'snt
- B is'nt
- C isn't
- D isnt'

11 Read Sentence 19.

This seems to be the main reason Pluto was demoted.

Choose the correct way to write the underlined word.

- A mainly
- B more main
- C most main
- D correct as is

Go On ►

12 Read Sentence 21.

Jupiter Mars and even Earth have asteroids near them.

Which revision of the sentence uses commas correctly?

- A Jupiter, Mars, and even Earth, have asteroids near them.
- B Jupiter, Mars, and even Earth have asteroids near them.
- C Jupiter, Mars and, even Earth, have asteroids near them.
- D Jupiter, Mars and even Earth, have asteroids near them.

13 Read Sentence 9.

Only about five percent of the worlds professional astronomer's participated in that vote.

What is the correct way to write the underlined section?

- A the worlds' professional astronomers
- B the world's professional astronomers
- C the world's professional astronomers'
- D correct as is

14 Read Sentences 3 and 4.

The planet was named by an eleven-year-old girl in 1930. The girl's name was Venetia Burney.

Choose the best way to combine the two sentences.

- A In 1930, an eleven-year-old girl named Venetia Burney named the planet.
- B In 1930, Venetia Burney named the planet, she was eleven years old.
- C The planet was named in 1930, the girl's name was Venetia Burney, and she was eleven.
- D Venetia Burney was an eleven-year-old girl in 1930; and she named the planet.

15 Read Sentence 25.

I've talked with many of my friends they agree with me.

Choose the best way to correct this run-on sentence.

- A I've talked with many of my friends, they agree with me.
- B I've talked with many of my friends; which they agree with me.
- C I've talked with many of my friends; and they agree with me.
- D I've talked with many of my friends, and they agree with me.

16 Read Sentences 7 and 8.

I know that many scientists gathered together and agreed to change Pluto's status.
_____, I don't think it was a fair vote.

Which transitional word best links the ideas in these two sentences?

- A However
- B Therefore
- C Hopefully
- D Otherwise

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Directions **Read the passage. Then answer Numbers 17 through 23.**

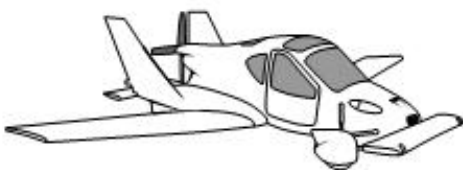
Did You See That Car Fly By?

- 1 People once thought flying cars could only be found in science-fiction novels or movies. However, flying cars have become a reality. Although the cars are still in the testing stage, they may soon be coming to nearby airports, roads, and parking lots.



What Is a Flying Car?

- 2 A flying car is a vehicle that can travel both on land and in the air. In the air, it is a small two-person plane that can travel over 115 miles per hour. The engine powers a spinning propeller on the back of the plane. Flying cars can travel up to 450 miles before having to land and refuel. Once the pilot lands the aircraft, the wings fold against the sides of the plane. It takes less than a minute for the vehicle to transform from an airplane to a car. The power source switches from the propeller to the front wheels. The vehicle can travel on land at speeds up to 65 miles per hour. If the flying car is low on gas, the driver can simply pull into any gas station and fill the tank with the same fuel used by regular cars.



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What Is Required To Fly Cars?

3 Driving a flying car is much more difficult than driving a regular car. The driver must have both a driver's license and a pilot's license. The Federal Aviation Administration (FAA) is the agency in charge of air-travel safety and issuing licenses to pilots. The FAA requires a pilot to have a license for different kinds of aircraft. For example, a very large commercial airline might sell tickets to provide service for hundreds of passengers. To earn a license to fly passengers, a pilot must fly a plane with an instructor for at least 1,500 hours.

4 Long ago, only experienced pilots of large airplanes would have been licensed to drive flying cars. In 2004, however, the FAA added special regulations to the light-weight category called a "light-sport aircraft category." Flying-car makers are working hard to build the vehicles so that they are light enough to fit into this new category. Earning a sport pilot's license for small aircraft requires only 20 hours of flight time.

Who Tests the Flying Cars?

5 The FAA is making it easier for people to be allowed to drive flying cars, so testing is being done to make sure the cars are safe for everyone. Graduates from the Massachusetts Institute of Technology (MIT) are responsible for testing the prototypes, or model vehicles. In 2009, the MIT team tested the **Transition**, the first prototype. The flying car took off and flew for 37 seconds during the first experiment. Since then, MIT graduates have continued to develop and improve vehicle designs so they can fly for much longer periods of time. Flying cars must also be tested in other ways to ensure they are safe on land and in the air.

When Will Cars Fly?

6 MIT graduates are working with the Terrafugia Company to make a flying car available for sale. It will take several years before flying cars are common in cities and towns. If all goes well, adventurous drivers may be parking flying cars in their garages someday soon.

Go On ►

17 Read this sentence from Paragraph 3.

For example, a very large commercial airline might sell tickets to provide service for hundreds of passengers.

An airline is described as commercial if it

- A is enjoyed by travelers.
- B needs a lot of space.
- C relies on customers to make a profit.
- D moves people across long distances.

18 Read this sentence from Paragraph 2.

It takes less than a minute for the vehicle to transform from an airplane to a car.

Based on the prefix trans-, what does the underlined word mean?

- A above
- B change
- C between
- D move

19 Which source would provide the best information about the history of airplanes?

- A a nonfiction book titled How Airplanes Were Developed
- B a magazine titled National Airplane Monthly
- C an interview with the president of an airline company
- D an online encyclopedia entry about airline manufacturing

- 20 Which sentence from the passage best supports the conclusion that the Federal Aviation Administration (FAA) is in favor of flying cars?
- A The FAA requires a pilot to have a license for different kinds of aircraft.
 - B Long ago, only experienced pilots of large airplanes would have been licensed to drive flying cars.
 - C In 2004, however, the FAA added special regulations to the light-weight category called a “light-sport aircraft category.”
 - D Earning a sport pilot’s license for small aircraft requires only 20 hours of flight time.
- 21 Graduates from the Massachusetts Institute of Technology (MIT) have been running tests on flying cars in order to improve their
- A speed.
 - B overall safety.
 - C appearance.
 - D fuel usage.
- 22 Which question can be answered by reading the passage?
- A Who invented the concept of the flying car?
 - B What materials are used to build flying cars?
 - C How much will flying cars cost?
 - D Who is responsible for improving the flying car?

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23 Which sentences best summarize this passage?

- A A flying car, which is a vehicle that travels on land and in the air, will not be available for several years due to the various tests required. Flying cars may eventually be common on the roads, however.
- B A flying car is a vehicle that travels on land and in the air. Flying cars are being tested by the graduates of Massachusetts Institute of Technology in order to meet the regulations of the Federal Aviation Administration.
- C Flying cars are getting closer to being seen everywhere because two people can ride inside and travel on land or in the air. Safety of the flying car is the most important consideration according to the Federal Aviation Administration.
- D Flying cars can travel on land and in the air because of the design of the vehicle. When these cars are low on gas, the driver can pull in to any gas station to fill the tank with fuel.

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Directions **Read the story. Then answer Numbers 24 through 27.**

False Feathers

- 1 A flock of blue jays perched in the leaves of an enormous oak tree. From their treetop home, the blue jays could admire all of the animals that lived in the forest. They could spot the lightning-fast wings of a hummingbird or watch a hawk floating on air through the wispy clouds. The jays happily stretched their own beautiful blue feathers and cried out “Jay! Jay! Jay!” whenever it suited their mood.
- 2 One day, the littlest blue jay spied the proud peacocks parading around the forest floor. He watched as they fanned their glorious tails out toward the sky.
- 3 “They are so beautiful,” he whispered to himself. “They have the longest and brightest feathers. It must be better to be a peacock than to be a blue jay.”
- 4 Later that afternoon, when the other blue jays went flying, the littlest blue jay stayed behind. His eyes watched the ground closely. Many different colors of feathers lay on the forest floor.
- 5 “It isn’t fair,” he mumbled. “The peacocks have so many feathers that they lose them all over the forest. Why can’t I have just one of those beautiful feathers?”
- 6 After the other blue jays flew away and the peacocks were nowhere in sight, the littlest blue jay flew to the ground. He was all alone there.
- 7 The littlest blue jay gathered six large peacock feathers. Then he plucked a long blade of grass from the ground. Using the blade of grass like a string, the blue jay tied the feathers to his tail with his beak. He smiled proudly at the colorful fan he had created.
- 8 “Now I am a peacock!” he declared.

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9 The littlest blue jay, now a false peacock, began pecking along the forest floor. When the true peacocks returned, he paused when he saw them.

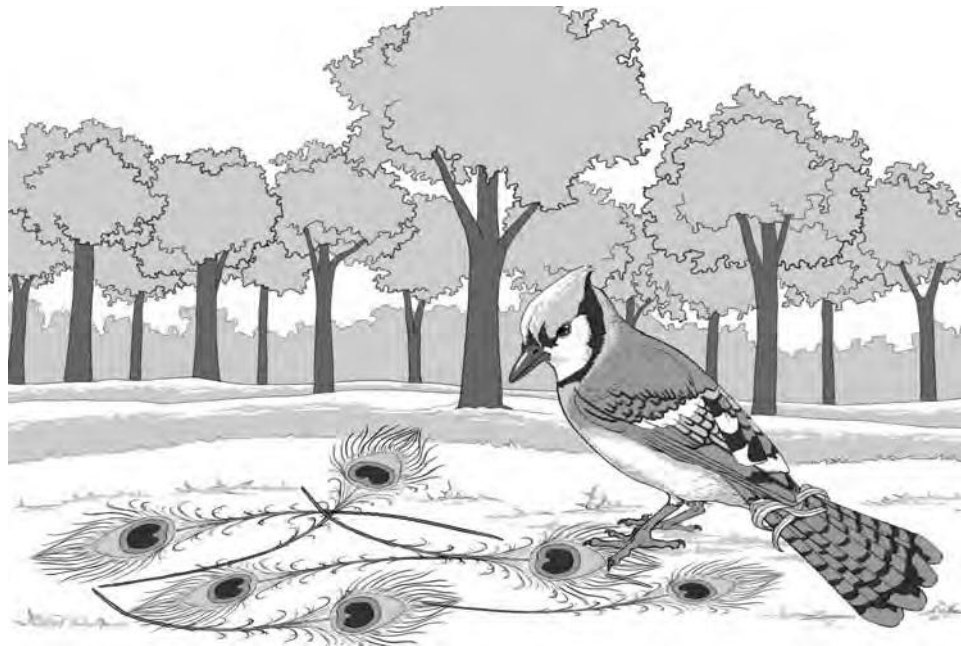
10 “Hello, friends!” the littlest blue jay exclaimed.

11 The peacocks, noticing his fine new tail, greeted him as if he were one of their own. The littlest blue jay grinned with joy. When the other blue jays came home, they spotted the littlest blue jay on the ground with the peacocks. The littlest blue jay looked up at his family, turned his back, and strutted away with his new friends.

12 That night, as the blue jays settled down in their nests on high branches, the littlest blue jay curled up with the peacocks on the forest floor. As he fell asleep, he twitched his new tail and thought to himself, “I’m going to like it here.”

13 In the morning, the blue jays went flying from their nest beds. The littlest blue jay followed the peacocks instead. He pecked like the peacocks, he turned his face to soak up all of the sun’s heat, and he even tried twitching his tail feathers. One of the real peacocks gave a huge swish of his tail. The swish was so large, in fact, that one of his feathers shot off and landed on the ground.

14 The littlest blue jay would not let this bird take all the attention! He strutted to the center of the peacocks and gave his own new tail a mighty swish. He watched in horror as the feathers scattered, one by one, to the forest floor. He was left with nothing but a tattered blade of grass dangling from his tail.



15 The peacocks became angry with the false bird. They yelled at him and shooed him away. The
littlest blue jay quickly retreated and flew to his treetop home.

16 “Hi, everyone!” he said as he landed among the other blue jays.

17 Unfortunately for the littlest blue jay, his family wasn’t too happy to see him either. They
simply looked away and would not speak to the littlest blue jay. The littlest blue jay felt more alone
than he had ever felt before. He lowered his blue head and began to cry. Suddenly, he felt a gentle tap
on his shoulder.

18 Another blue jay, not much bigger than he was, said, “You know, if you feel really sorry for
what you’ve done, maybe you’ve learned a lesson.”

19 The littlest blue jay sniffled and said, “I learned that it is better to be who you are than to
pretend to be something you aren’t.”

20 “Very good,” said the other blue jay. “You are ready. Let’s go find the others.”

21 The littlest blue jay looked up at the other jays flying through the sky. He twitched his own
blue jay tail slowly. He saw how his tail feathers looked like the other birds’ feathers. As he leaped
into the sky to join his family, he smiled and called out, “Jay! Jay! Jay!” He was happy to be a blue
jay again.

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24 Read these sentences from Paragraph 15.

They yelled at him and shooed him away. The littlest blue jay quickly retreated and flew to his treetop home.

What does retreated mean?

- A looked around
- B jumped over
- C moved away
- D called out

25 Read this analogy.

Strutted is to pranced as gathered is to _____.

Choose the word that completes the analogy.

- A collected
- B pretended
- C nested
- D admired

26 Where does the climax of the story occur?

- A the oak tree
- B the forest floor
- C the sky
- D the nest

- 27 The repetition of “Jay, Jay, Jay!” at the beginning and the end of the story helps the reader understand
- A the language of the blue jays.
 - B the happiness of the blue jays.
 - C that blue jays are loud birds.
 - D how the blue jays call to each other.

Go On ►

Directions **Read and answer Numbers 28 through 30.**

- 28 Marie is writing a speech about the importance of reading for pleasure. What should Marie include at the beginning of her speech?**
- A a story about students reading together
 - B a description of her favorite fiction book
 - C a statement that gets the attention of the audience
 - D a list of her favorite authors
- 29 Sam is writing a report about famous chalk artists. What information does not belong in a citation for Sam's report?**
- A book title
 - B chapter number
 - C name of author
 - D year of publication
- 30 Which sentence is written correctly?**
- A "Derek said We will leave early tomorrow morning" for the amusement park.
 - B "Derek said, We will leave early tomorrow morning for the amusement park."
 - C Derek said, "We will leave early tomorrow morning for the amusement park".
 - D Derek said, "We will leave early tomorrow morning for the amusement park."

Part 2

Directions **Read the story. Then answer Numbers 31 through 32.**

The Dolphin Mystery

by Diane E. Hall

1 “Good girl, Maya!” praised Todd, a 12-year-old park volunteer, as he took the candy wrapper from the dolphin and tossed her a fish. Maya, one of the sea life park’s bottlenose dolphins, was learning to retrieve items that had fallen into her tank. “She really loves her treats.”

2 “I think it’s going very well,” remarked Kathy, the dolphin trainer. “Dolphins will usually try to eat anything they find. Teaching them to retrieve items that have dropped or blown into their tank reduces their risk of getting sick or injured. It’s important to do a thorough sweep of the tank every two hours until our work is complete. Didn’t you just finish one?”

3 “Yes, a few minutes ago,” Todd told her.

4 “You apparently missed that wrapper. You’re going to have to be more careful. The other dolphins aren’t trained yet, and they might get hold of something.”

5 “But I always check everywhere,” Todd answered, feeling a little defensive.

6 “Maybe you had better check twice next time,” said Kathy as she walked away.

7 “That wasn’t fair,” thought Todd. He knew he had done a thorough check. There had been nothing left in the tank.

8 Working with the dolphins was a dream come true for Todd. He remembered how thrilled he was when his mom, the park’s veterinarian, told him about the arrangements she had made with the trainer. Todd loved dolphins and planned to get a job at the park when he was older. He even thought about becoming a vet like his mom. Working as a volunteer was going to make this the best summer vacation ever. But tonight, as Todd walked to his mom’s office, his enthusiasm was gone.

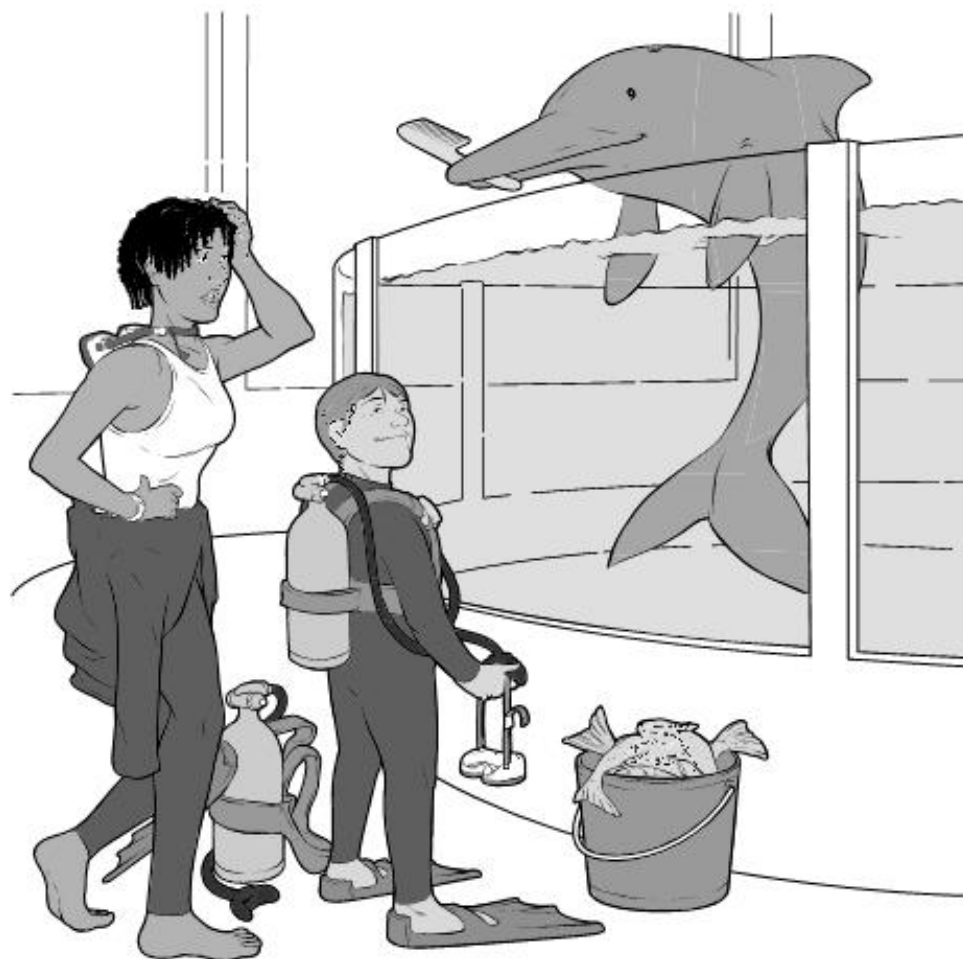
9 “Hi, Todd. How was your day?” asked Mom.

10 Todd explained what had happened and the comments Kathy had made.

11 “Don’t get discouraged, Honey,” Mom said, comforting him with a hug. “It sounds as if you have a bit of a mystery to solve. Maya’s getting those things from somewhere. Maybe you should do a little spying on her.”

Go On ►

The next morning, Todd arrived at the park early. He put on his scuba gear and jumped into the tank for his usual underwater sweep. Finding nothing in the tank, he climbed out of the water just in time to see Kathy jumping in on the other side. After the conversation they had yesterday, Todd knew what she was doing. He watched as Kathy performed her underwater search, but Todd wasn't surprised when she surfaced empty-handed. During the tank sweeps, Maya had been swimming playfully, but now the dolphin stopped suddenly and darted to the rear of the tank where the filter box was located. She stuck her nose down behind the box and then swam away. Todd jumped back into the water and swam over to the rear of the tank. "What was Maya doing back here?" he wondered. When he looked behind the box, his question was answered. Todd swam across the tank, following Maya's path, and emerged from the water to find Kathy removing her scuba gear. As Kathy turned around, her mouth dropped open. There was Maya at the edge of the tank with a comb in her mouth, waiting for her treat.



"Maya! Where did you get that?" demanded Kathy, taking the comb and tossing her a fish.

"I know where she got it," declared Todd, crawling out of the tank with a handful of items still wet from their watery resting place.

"What's all this?" Kathy asked, obviously confused.

16 “This is Maya’s secret stash,” proclaimed Todd with a big grin. “Something strange had been
going on. You didn’t think I was doing a good job, but I knew I was. I decided to spy on Maya.
When you got out of the tank, she swam over to the filter box. I jumped back in to check it out.
This is the stuff I found.”

17 From the look on Kathy’s face, Todd knew everything was beginning to make sense.

18 “Do you remember the other day you said that Maya really liked her treats?” asked Kathy.
“Well, I think this was more than a training exercise for Maya. I think it was a contest, and you
were her opponent. Every time you found something in the tank, that meant one less fish for
Maya. She couldn’t bring all the items to me at once, so she found a hiding place for them. That
way you came up empty-handed, but Maya would always get her treat.”

19 “Okay, Maya,” said Todd facing the dolphin, “you win! The treats are all yours.”

20 Maya dove to the bottom of the tank, then leapt out of the water, turning a somersault in
midair. Maya was smart, but had she actually understood what Todd said? They turned and looked
at each other and burst out laughing. Shaking their heads in disbelief, they reached for the bucket of
fish. Maya deserved the treat.

by Diane E. Hall/Fun For Kidz Magazine

31 Read this sentence from Paragraph 20.

Shaking their heads in disbelief, they reached for the bucket of fish.

Based on the prefix dis-, the underlined word means

- A believed again.
- B had many beliefs.
- C did not believe.
- D moved toward belief.

32 Why is Kathy surprised when Maya brings her a comb?

- A Kathy has already given Maya a treat.
- B Kathy knows Maya does not like plastic objects.
- C Kathy has just completed a sweep of the tank.
- D Kathy thinks Todd has done a good job of searching the tank.

Directions **Read the drama and answer Numbers 33 through 38.**

Mr. Photography

CHARACTERS:

MOM

CARLA RIVERA, age 12

JULIO RIVERA, age 11

DAD

(Setting: A Saturday afternoon at the Riveras' house. MOM, DAD, JULIO, and CARLA enter the backyard.)

MOM: Your surprise moves and lightning-fast speed made the soccer game very exciting to watch, Carla. I think the entire crowd heard me cheering for you, and I could hardly speak for an hour after the game.

CARLA: (Bounces a soccer ball from one knee to the other.) Thanks, Mom. Hey, Mr. Photography, did you get a picture of me scoring that goal? I hope you submit it to the school newspaper.

JULIO: (Takes a picture of CARLA as she skillfully bounces her soccer ball.) Don't worry, I snapped several great ones. Actually, I think I took enough pictures to fill a million photo albums. Well, the fun is over for today. I've got to think about my idea for the class fundraiser.

DAD: Julio, did you finally decide what you'll do?

JULIO: (Hangs his head down and shrugs his shoulders.) Well . . . no.

CARLA: I know it seems like a lot of work. My class has to earn money for our class trip too. What theme did the kids in your class choose?

JULIO: (Slumps down into a patio chair.) Sports.

CARLA: Hey, you're lucky!

JULIO: Unlucky, you mean.

MOM: Why, Julio? You attend almost all the sporting events at school.

JULIO: I love to watch and take pictures of people playing sports, but I don't love to participate in them. Carla's a soccer star, you coach swimming, and Dad plays basketball. Carla said it—I'm Mr. Photography.

DAD: That doesn't mean you can't be a valuable participant in the fundraiser.

MOM: Julio, what exactly do you have to do for the fundraiser?

JULIO: Everyone picks a sports-related activity, and we ask people to sponsor us doing the activity. It's kind of like a walk-a-thon, where people earn money for every mile they walk. The whole event is happening at the community center.

DAD: Which activities are your friends going to do?

JULIO: Sasha is going to shoot baskets. Her sponsors will give her five cents for each basket she makes. You’ve seen my pictures of Sasha; she’s the most experienced player on the basketball team.

CARLA: Why don’t you shoot hoops?

JULIO: Carla, don’t be ridiculous. I need to earn more than just one nickel! Haven’t you seen me play against Dad? I’m lucky if I make one basket during the entire game.

MOM: Have you considered swimming?

JULIO: All of the swimming slots are already filled. The pool isn’t big enough to fit any more kids after school. Anyway, Mom, you’re the fish in the family.

DAD: You said “sports-related activity,” right? Does it actually have to be a sport?

JULIO: Not really. My teacher, Mr. Grant, said to think of original ideas.

DAD: I have an idea. You know a lot about sports. Why don’t you host a sports-trivia game? You could earn a nickel for each question you ask.

JULIO: I already thought of the trivia idea, but Mr. Grant said no. Remember last year’s fundraiser, Dad? My grade already did a trivia contest.

DAD: (Laughs.) I knew I got that idea from somewhere.

JULIO: Everyone else has thought up great ideas. Max is running laps around the track, Sierra is doing cartwheels, and Carrie is catching softballs. Too bad I can’t jump into one of my pictures and become Carla for a day! I could earn hundreds of dollars making goals.

CARLA: Julio, that’s the perfect idea!

JULIO: Jumping into a picture?

CARLA: No, taking pictures of your classmates during the fundraiser! Remember when I asked you to take a picture of my entire soccer team so I could give one to our coach? The picture was so outstanding that every player wanted to buy one. You were so modest, though, that you wouldn’t accept payment. You just made extra prints of the pictures and gave them away.

JULIO: That is the perfect idea! I could sell the pictures to the participants and their families!

CARLA: Sure! You could take action shots, like the ones you take at all the games!

DAD: Carla’s absolutely right! You can get pictures of Sasha shooting a basket and Carrie making a terrific catch . . .

(JULIO races toward the back door.)

MOM: Where are you going?

JULIO: To my room to write everything down. I’m going to ask Mr. Grant about this first thing on Monday morning. I don’t want to forget a thing!

CURTAIN

Go On ►

33 Read this excerpt from the drama.

CARLA: . . . The picture was so outstanding that every player wanted to buy one.
You were so modest, though, that you wouldn't accept payment.

Which word is a synonym for modest?

- A eager
- B humble
- C casual
- D skilled

34 Read this excerpt from the drama.

JULIO: (Takes a picture of CARLA as she skillfully bounces her soccer ball.)
Don't worry, I snapped several great ones.

Which meaning of the underlined word is used in the excerpt?

- A struck with a quick motion
- B broke unexpectedly
- C took a photograph
- D spoke sharply

35 Julio's problem is solved when he

- A agrees to follow Carla's advice.
- B suggests a trivia game to Mr. Grant.
- C answers the questions Mom asks.
- D listens to Dad's idea.

36 Read this excerpt from the drama.

JULIO: Carla, don't be ridiculous. I need to earn more than just one nickel!
Haven't you seen me play against Dad? I'm lucky if I make one basket during the entire game.

The reader can infer from this excerpt that Julio

- A cannot make enough money for the fundraiser because he dislikes basketball.
- B needs to make a large amount of money during the fundraiser.
- C wants to be successful in his fundraiser event.
- D lacks the skills to play basketball at the fundraiser.

37 Julio's family tries to help Julio solve his problem by reminding him

- A to make his own decisions.
- B to try harder at playing different kinds of sports.
- C that he takes photographs for the school newspaper.
- D that he is a talented photographer.

38 During most of the drama, which word would Julio's family use to describe him?

- A playful
- B grouchy
- C encouraging
- D concerned

Directions

Michael wrote this report for his history class. It contains mistakes. Read the report and answer Numbers 39 through 46.

- 1 Some jobs are not as necessary today as they were many years ago. One such job is that of a blacksmith. A blacksmith is a person who works with iron, which is a strong metal found below the ground. Working with metal takes many years of practice. A very skilled iron worker is called a master blacksmith.
- 2 Blacksmiths use fire to heat and melt iron. Sometimes they use a special kind of hammer to make the heated metal into usable things. Other times, after the iron is melted, blacksmiths pour the hot liquid into a mold to make cooking pots or tools. Trained blacksmiths wear some type of clothing that protects them. Then the mold with the hot liquid is placed into water. This cools the iron and makes it hard again. When the liquid iron in the mold becomes solid again, the mold is removed, revealing the new object.
- 3 Early metal workers played an important role in the history of America. Interestingly, because of their skill with tools, some blacksmiths even worked as dentists. In the early 1700s, blacksmiths made items that helped other people do their own work. For example, blacksmiths made tools for farmers and repaired wagon wheels. They also made and fitted horses with special metal shoes.
- 4 When factories began using machines to make metal parts, blacksmiths were no longer needed for not doing this job. They became a part of history. Still, the work of master blacksmiths can be found all over the United States. Many of the tools blacksmiths made or used are displayed for the public to see.
- 5 However, there are a small number of men and women who still practice this trade. Some choose to create works of art from iron others perform repairs by special request. Even though there is not many blacksmiths working today, the blacksmith trade is still an important part of American history.

Go On ►

39 Read this sentence from Paragraph 5.

Even though there is not many blacksmiths working today, the blacksmith trade is still an important part of American history.

What is the correct way to write the underlined verb?

- A was
- B were
- C are
- D correct as is

40 Read this sentence from Paragraph 4.

When factories began using machines to make metal parts, blacksmiths were no longer needed for not doing this job.

What is the correct way to write the underlined part of the sentence?

- A no blacksmiths were not needed for this job
- B blacksmiths were not needed for this job no longer
- C blacksmiths were no longer needed for this job
- D correct as is

41 Which title is best for this report?

- A Necessary Iron-Working Jobs
- B Tools for Master Blacksmiths
- C Iron Workers: Today and Tomorrow
- D The Blacksmith Trade in America

42 Which sentence from Paragraph 2 is irrelevant and should be removed?

- A Other times, after the iron is melted, blacksmiths pour the hot liquid into a mold to make cooking pots or tools.
- B Trained blacksmiths wear some type of clothing that protects them.
- C Then the mold with the hot liquid is placed into water.
- D When the liquid iron in the mold becomes solid again, the mold is removed, revealing the new object.

43 Which sentence would be the best conclusion for Paragraph 1?

- A A person must train for many years before earning this title.
- B A person who takes iron or other metals out of the ground is called a miner.
- C Iron is one of several different metals that can be found below the ground.
- D Humans probably learned how to make things from iron thousands of years ago.

44 Read Paragraph 3.

(1) Early metal workers played an important role in the history of America. (2) Interestingly, because of their skill with tools, some blacksmiths even worked as dentists. (3) In the early 1700s, blacksmiths made items that helped other people do their own work. (4) For example, blacksmiths made tools for farmers and repaired wagon wheels. (5) They also made and fitted horses with special metal shoes.

What is the best order for these sentences?

- A 1, 2, 4, 5, 3
- B 1, 3, 4, 5, 2
- C 1, 5, 2, 3, 4
- D correct as is

45 Read the topic sentence of Paragraph 4.

Still, the work of master blacksmiths can be found all over the United States.

Which detail best supports the sentence?

- A Some of the first blacksmith workshops are now historical landmarks.
- B Blacksmiths also worked in other parts of the world.
- C There were many blacksmith workshops in northeastern areas.
- D Many people would be interested in how to work with metals.

46 Read this sentence from Paragraph 2.

Sometimes they use a special kind of hammer to make the heated metal into usable things.

Which revision of the underlined part of the sentence uses the most vivid words?

- A to make the iron into stuff people can use
- B to take the iron and turn it into parts people recognize
- C to pound hot pieces of iron into tools and utensils
- D to hit it when it is hot and create new forms

Directions **Eleni gave this speech at her aunt’s school. Read the speech. Then answer Numbers 47 through 50.**

Sunday, Sunday

- 1 **Kalimera!** That means “Good morning!” in Greek. I am very happy to speak to you today. My name is Eleni, and I live in Athens, Greece. I am here in the United States to visit my aunt and uncle. My aunt is the principal here at Green Gables Elementary School.
- 2 My aunt asked me to speak about life in Greece. During the week, I go to school Monday through Friday just like students here in the United States. We study math, science, history, and both the Greek and English languages.
- 3 In Greece, school does not start until 8:45 a.m., so I have plenty of time to get ready and eat breakfast. During the week, I have a rusk, or thick slice of bread, soaked in milk. At 8:00 a.m., I wait on the corner for the tram. A tram is a street car that runs on a track. Several of my friends are usually on the same tram. We talk and laugh all the way to school.
- 4 I enjoy school, but my favorite day of the week is Sunday. For Sunday breakfast in Greece, we have warm breads, which are similar to Americans pastries, and fruit. The breads are sticky with honey and flavored with walnuts and cinnamon. My mother and father, Mama and Bampas, talk about the plans for the day during breakfast. My older brother, Nikko, usually plays soccer with his friends. Mama and I like to go shopping, and Bampas meets us for lunch.
- 5 Mama and I leave for the **Monastiraki** after breakfast. This giant outdoor market is a thrilling adventure every time we go. Shopkeepers set up stalls in the center of town, and people can buy just about anything. Stall owners sell T-shirts, onions, old lamps, handmade candles, and a dozen kinds of olive oil. There is even a shop that sells only hot dogs.



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- 6 Mama and I usually take a tram to the Monastiraki. We bring canvas bags to carry home the foods that we buy for our special Sunday evening meal. My grandfather, **Pappous**, and my grandmother, **Yiayia**, always come to our apartment for Sunday dinner. Mama and I usually buy fresh fish, tiny red potatoes, eggplant, onions, and fresh oregano. We also go to the baker's stall and select almond cookies, spice cookies, and an orange cake called **sevani**. After shopping, we meet Bampas for lunch at a street café and have **souvlaki**. If you have never had this dish, souvlaki is grilled chicken or lamb and vegetables that we eat with pita bread. Delicious!
- 7 By the time we return to our apartment, it is time to start cooking. Mama prepares a dish of eggplant and cheese before Pappous and Yiayia arrive. In Greece, family meals are eaten more slowly than in the United States. We often spend over two hours at the dinner table, finishing the meal with cookies and cake. By the time we finish talking and laughing together on Sunday evenings, it is usually 9:00 p.m. I head off to bed because I have school the next day.
- 8 As you can tell, I enjoy my life in Greece. My aunt and uncle have visited many times, and they always like the foods and enjoyable activities. Many of the foods here are different to me, but I like experiencing American culture. I know you would all enjoy Greek culture too.

Go On ►

47 Choose the **best** summary of the speech.

- A Eleni lives in Greece and is visiting her aunt in the United States. She enjoys going to school on weekdays, but her favorite day is Sunday. On that day, she and her mother shop at an outdoor market, and her whole family enjoys wonderful foods.
- B Eleni is visiting the United States from Greece. Her aunt asks her to speak about life in Greece. She enjoys school and eating the delicious foods her mother cooks each Sunday.
- C Eleni, who is in the United States visiting her aunt, goes to school in Greece from Monday to Friday. She studies math, science, history, and both the Greek and English languages. On Sundays, she eats pastries and goes to the market with her mother.
- D Eleni enjoys her home in Greece. Every Sunday, Eleni and her mother shop at the Monastiraki, a giant outdoor market in her city. They buy food for their special Sunday meal.

48 A student created this chart after listening to Eleni's speech.

Greek Word	Meaning
Kalimera	Good Morning
Monastiraki	Outdoor market
Pappous	Grandfather
Yiayia	Grandmother
Sevani	Orange cake
Souvlaki	?

Which meaning belongs in the blank?

- A Spice cookies
- B Eggplant with cheese
- C Grilled lamb or chicken with vegetables
- D Thick piece of bread soaked in milk

49 Which question is answered by reading the speech?

- A What do most children in Greece do on Saturdays?
- B How do some Greek students get to school each day?
- C What type of shop sells the most goods at markets in Greece?
- D How do Greek families celebrate important holidays?

50 What is the main idea of the photograph included with the speech?

- A Items sold at the market are usually not very expensive.
- B Shopkeepers leave their goods at noon in order to eat lunch.
- C Many types of goods are sold at the outdoor market.
- D Many shopkeepers have unsold goods at the end of each day.

Directions Read the poem. Then answer Numbers 51 through 53.

On The Trail

On the trail we reach and climb,
Four friends in the summertime
Watching our steps as we hike along
Humming together to nature's song.

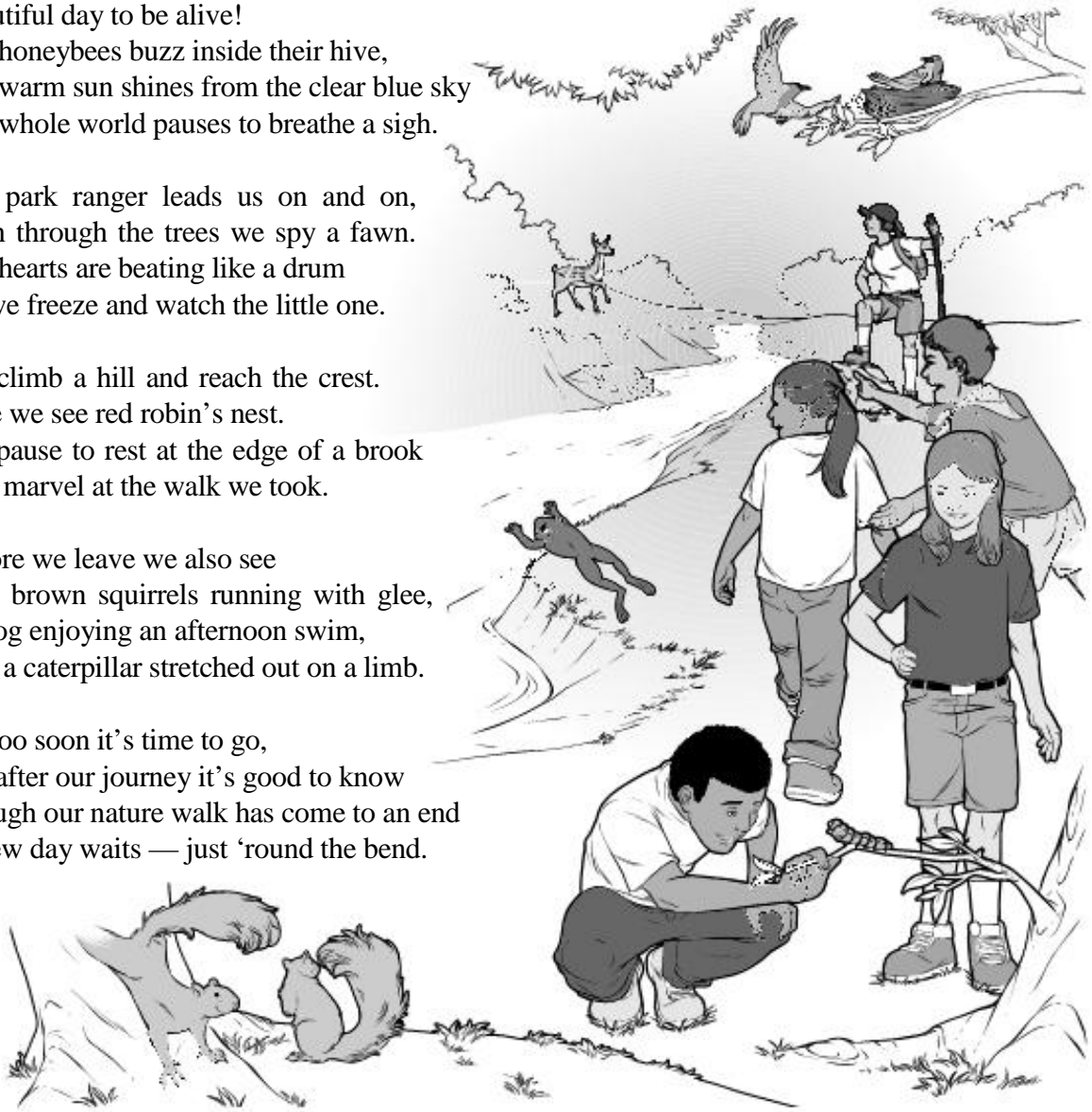
5 Beautiful day to be alive!
The honeybees buzz inside their hive,
The warm sun shines from the clear blue sky
The whole world pauses to breathe a sigh.

10 The park ranger leads us on and on,
Then through the trees we spy a fawn.
Our hearts are beating like a drum
As we freeze and watch the little one.

We climb a hill and reach the crest.
Here we see red robin's nest.
15 We pause to rest at the edge of a brook
And marvel at the walk we took.

Before we leave we also see
Two brown squirrels running with glee,
A frog enjoying an afternoon swim,
20 And a caterpillar stretched out on a limb.

All too soon it's time to go,
But after our journey it's good to know
Though our nature walk has come to an end
A new day waits — just 'round the bend.



Go On ►

51 Read Line 13 from the poem.

We climb a hill and reach the crest.

What does the word crest mean?

- A slope
- B top
- C horizon
- D end

52 Which line from the poem best shows that the friends are enjoying their hike?

- A On the trail we reach and climb,
- B Humming together to nature's song.
- C The park ranger leads us on and on,
- D But after our journey it's good to know

53 The sound device used most often in this poem is

- A onomatopoeia.
- B alliteration.
- C repetition.
- D rhyme.



54 Look at this photograph.

What is the mood of the photograph?

- A excited
- B serious
- C nervous
- D thankful

Go On ►

DO NOT
MARK
ON THIS
PAGE

Reading and Language Arts Answer Key

Quest #	SPI	Answer		Quest #	SPI	Answer
1	1.10	D		28	2.4	C
2	1.2	B		29	4.2	B
3	1.5	C		30	1.6	D
4	1.8	A		31	1.12	C
5	3.10	B		32	6.4	C
6	3.3	D		33	1.13	B
7	3.5	B		34	1.16	C
8	4.1	C		35	5.4	A
9	4.4	C		36	5.6	D
10	1.14	C		37	8.4	D
11	1.3	D		38	5.6	D
12	1.5	B		39	1.2	C
13	1.7	B		40	1.4	C
14	1.8	A		41	3.12	D
15	1.9	D		42	3.4	B
16	3.10	A		43	3.5	A
17	1.11	C		44	3.6	B
18	1.12	B		45	3.7	A
19	4.4	A		46	3.8	C
20	5.1	C		47	2.3	A
21	5.2	B		48	4.3	C
22	6.1	D		49	6.1	B
23	6.5	B		50	7.2	C
24	1.15	C		51	1.13	B
25	5.5	A		52	5.1	B
26	8.1	B		53	8.8	D
27	8.8	B		54	7.3	B